
Appendix D: Preparedness Job Aids

APPENDIX D: PREPAREDNESS JOB AIDS

This appendix includes checklists, worksheets, and other job aids and reminders that you will find useful when developing your school's or district's emergency plan. Feel free to use the job aids as they are or to change them to fit your district's needs. The job aids included in this appendix are listed below:

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PLANNING QUESTIONNAIRE FOR SCHOOLS

Use the questions below to help your school plan for an emergency.

1. Does your school have a multihazard emergency plan in place?
2. Are staff and students **trained** on the procedures?
3. How often has your school exercised the plan? Have any changes been made, based on the exercise?
4. Does your staff know where your emergency checklists and resource manuals are located?
5. Do new hires, volunteers, student teachers, and substitutes get training on your emergency plan *before* starting to work?
6. Does every school principal know *how long* would it take for local fire, police, or EMS to arrive, after dialing 9-1-1?
7. Is your staff *trained* to handle emergency tasks until help arrives?
8. Is any of the school staff trained to do CPR?
9. Does your school have 9-1-1 on speed dial?
10. Does your school know *how long* will it take for a principal to obtain personnel or equipment from other facilities?
11. In an evacuation, does your school have enough buses to transport **all** of the students to another site?
12. Do the local emergency services (police, fire, etc.) have floorplans of all school buildings in their jurisdiction?
13. Have your principals invited local police and fire to do a “walk-through” of their schools **yearly**?
14. **When** does the school practice fire, evacuation, and tornado drills? Is it at the “high traffic” times (i.e., lunchtime, change of class, beginning and end of the school day)?
15. Does your school have a student release system established? Is the staff trained to do their tasks?
16. Do you have procedures in place if an emergency occurs on a bus?

PLANNING QUESTIONNAIRE FOR SCHOOLS (CONTINUED)

17. Who (besides the principal and janitor) has the keys to the buildings, classrooms, locked fences and gates? What about after school and on the weekends?
18. If your school holds children after normal school hours because of a disaster in the community, is the school prepared to keep students for long periods of time? (Do you have enough food, water, medication, etc.?)
19. When does the school's responsibility for the students end? Is your school legally responsible for students if they are kept at school?
20. Do you have a backup system for your vital records?

IS YOUR SCHOOL READY?

How well would your school respond to a disaster? How would people respond in the first few minutes? In the first few hours? Do people know what to do? Schools and communities face all kinds of potential hazards, both natural (winter storms, tornadoes, fires, floods) and man-made (hazardous material spills, acts of violence). Being prepared to address such hazards requires thorough and comprehensive planning. How ready are you? Take this test to find out! Mark YES, NO, or NOT SURE to the following questions:

	YES	NO	NOT SURE
1. Does your school have an emergency response plan?			
2. Did the plan result from a hazard analysis and does it address multiple hazards, not just fire?			
3. Does the plan include mitigating potential disasters?			
4. Does the plan include responding to disasters?			
5. Does the plan include recovering from disasters?			
6. Was the plan developed in cooperation with local emergency responders (i.e., fire, law enforcement, emergency medical, Emergency Manager)?			
7. Does the plan include an Incident Command System?			
8. Have incident command responsibilities been assigned along with backup responsibilities?			
9. Does the plan include a system of accountability for all students and adults in the building?			
10. Does the plan include a system for releasing children to their parents?			
11. Does the plan include both primary and secondary evacuation routes?			
12. Is the plan practiced through regular drills and exercises?			
13. Are emergency responders included in drills and practice exercises?			
14. Are both evacuation and reverse-evacuation drills practiced?			
15. Are shelter-in-place drills practiced?			
16. Are lock-down drills practiced?			
17. During evacuation drills, are exits regularly blocked to test secondary evacuation route systems?			
18. During drills, are student accountability systems tested?			
19. Are systems for evacuation during cold weather ever tested?			
20. Does the plan include a system for regular review and updating?			
21. Have you read the plan?			
22. Do you know where the plan is located?			
23. Has the plan been reviewed with the professional and support staff as well as the local Emergency Manager?			
24. Do you know the name of the Emergency Manager for your jurisdiction?			

If you were able to respond **YES** to all of these questions, congratulations, your school is probably well prepared to respond to almost any type of disaster. Obviously, your **NO** or **NOT SURE** responses point to areas where present plans and systems might be improved. If you had more than five **NO** responses, your school quite likely would face serious problems in the event of a real disaster.

EMERGENCY PLAN CHECKLIST

Use this checklist to verify that you have developed everything you need to include in your school's or district's emergency plan.

Check	Does Your Plan Include . . .
	An Introduction that includes:
<input type="checkbox"/>	▪ A Table of Contents?
<input type="checkbox"/>	▪ An Approval Statement and dated approval signatures of the principal, superintendent, and school board president (as appropriate)?
<input type="checkbox"/>	▪ A Distribution List (including the local Emergency Manager and all first-response agencies)?
<input type="checkbox"/>	▪ A Schedule of Page Changes?
<input type="checkbox"/>	▪ A statement of the purpose of the emergency operations plan?
<input type="checkbox"/>	▪ The size and location of your facility in acres and the number, general size, and use of each building on the site?
<input type="checkbox"/>	▪ The number of students and employees normally on hand and any scheduled daily differences in population?

EMERGENCY PLAN CHECKLIST (CONTINUED)

Check	Does Your Plan Include . . .
<input type="checkbox"/>	▪ A description of who is in charge for emergency operations?
<input type="checkbox"/>	▪ The location and function of your primary and alternate onsite Command Posts, including layout, staffing, displays, etc?
<input type="checkbox"/>	▪ Persons, by title, who will be notified in an emergency?
<input type="checkbox"/>	▪ How logistical support will be provided for the emergency response, including provision for food, water, emergency lighting, fuel, etc?
<input type="checkbox"/>	▪ Actions planned to protect essential personnel, equipment, and resources during emergencies?
<input type="checkbox"/>	▪ The actions that will be taken to assure that all employees and students understand the warning signals and know what to do in an emergency?
<input type="checkbox"/>	▪ How emergency information will be disseminated for people who do not speak English and people with disabilities, including those who are visually or hearing impaired?
<input type="checkbox"/>	▪ Individual(s) who will serve as the school's or district's point of contact with the media during an emergency and procedures for authenticating information?

EMERGENCY PLAN CHECKLIST (CONTINUED)

Check	Does Your Plan Include . . .
<input type="checkbox"/>	▪ The individual, by title, who is responsible for directing the emergency response?
<input type="checkbox"/>	▪ The individuals, by title, who are responsible for maintaining recall rosters for all emergency functions?
<input type="checkbox"/>	▪ The individual, by title, who is responsible for safeguarding essential records?
<input type="checkbox"/>	▪ The individual(s), by title, who is/are responsible for preparation and distribution of employee and student emergency guidance material?
<input type="checkbox"/>	▪ The individual, by title, who is responsible for briefing new employees on the emergency plan and the roles to which they are assigned?
<input type="checkbox"/>	▪ The individual(s), by title, who is/are responsible for developing, scheduling, and presenting training in safety measures to all students and employees?
<input type="checkbox"/>	▪ The individual, by title, who is responsible for the logistical preparations and support detailed under Administration and Logistics?
<input type="checkbox"/>	▪ A three-deep line of succession for the principal (and/or superintendent) to ensure continuous leadership.
<input type="checkbox"/>	▪ A description of how resources and information are requested and passed through the chain of command to higher levels of the school district.
<input type="checkbox"/>	▪ A description of what records are considered essential and how they are protected and preserved.

EMERGENCY PLAN CHECKLIST (CONTINUED)

Check	Does Your Plan Include . . .
<input type="checkbox"/>	▪ The individual(s), by title, who is/are responsible for records, reports, and expenditures during an emergency?
<input type="checkbox"/>	▪ Lists of agreements with voluntary organizations, government agencies, and private organizations that will assist the school district during an emergency?
<input type="checkbox"/>	▪ A resource inventory of emergency items available, including lighting, first aid and medical supplies, firefighting equipment, and other basic emergency response support equipment?
<input type="checkbox"/>	▪ Additional resource requirements for personnel, equipment, and supplies and the source(s) and method for obtaining them?
<input type="checkbox"/>	▪ Provision for annual review of the emergency plan (conducted jointly with the local emergency management staffs)?
<input type="checkbox"/>	▪ Provision for updating the plan based on deficiencies identified through drills, exercises, and actual emergencies?

EMERGENCY PLAN CHECKLIST (CONTINUED)

Check	Does Your Plan Include . . .
<input type="checkbox"/>	▪ A map of the area showing items that may have an impact on the school, including major highways, railways, airports, power transmission lines and generating stations, industrial complexes, bulk oil and gas storage, pipe lines, etc.?
<input type="checkbox"/>	▪ A plot plan of the facility and floor plan(s) of the building(s), showing the location(s) of heat plants, boilers, generators, flammable liquid storage, other hazardous materials storage, firefighting equipment locations, first aid facilities, etc.?
<input type="checkbox"/>	▪ Call-up lists with the names, titles, telephone numbers, and organizational responsibilities of all involved in emergency operations?
<input type="checkbox"/>	▪ Checklists that detail specific tasks to be accomplished in an emergency?
<input type="checkbox"/>	▪ Responsibility matrices?

RESPONSE SUPPLIES CHECKLIST

This checklist is a comprehensive list of items that schools may need to respond to an emergency. Your school will not need all of these response supplies for every emergency but should plan on stocking (or being able to obtain) these supplies in the case of a catastrophic disaster. Use the checklist as a guide to developing and maintaining your supply inventory.

Note: Your school may not need all items on this checklist—or it may need other items that are not shown here. Review the list carefully to determine the supplies that your school needs.

Classroom “Go Kit”

- ☐ Bright-colored bucket with lid. The bucket should be stenciled with the classroom number for visual identification.
- ☐ First aid kit.
- ☐ A hat, vest, or other unique identifier for the teacher (and aide).
- ☐ A whistle.
- ☐ Student accounting paperwork for student accountability (student disaster cards, buddy class list, etc.).
- ☐ Tarp or ground cover.
- ☐ Age-appropriate time passers (cards, crayons, etc.).

Storage Container (Keep this container outside if your school is at high risk for earthquakes.)

- ☐ Medical equipment.
- ☐ Food and water. (Remember dietary needs for special populations.)
- ☐ Sanitary supplies:
 - ☐ Toilet paper.
 - ☐ Chemicals (if required).
 - ☐ Plastic sheeting for privacy.
 - ☐ Disinfectant spray.

Note: Consult with the local sanitation district regarding plans for post-event disposal of human waste.

- ☐ Spare batteries.
- ☐ Blankets.
- ☐ Search and rescue backpacks with medical supplies.

RESPONSE SUPPLIES CHECKLIST (CONTINUED)

- ☐ Search and rescue bucket that contains:
 - ☐ Flashlights.
 - ☐ Crowbar.
 - ☐ Masking tape.
 - ☐ Large chalk.
 - ☐ A door restraint.
 - ☐ A lanyard with snap hook.
 - ☐ Whistle.
 - ☐ Keys.
 - ☐ Portable radio.
 - ☐ Pen and clipboard (for logging of victim locations and status).
 - ☐ Site map.
- ☐ A lockbox with master key sets (enough to guarantee access) on lanyard.
- ☐ A bull horn.
- ☐ Rescue tools:
 - ☐ Shovels.
 - ☐ Pry bars.
 - ☐ Sledgehammers (10 lb.).
 - ☐ Pick axes (6 lb.).
 - ☐ Backboards.

 **Water Barrels** **Water Dispensing System**, consisting of:

- ☐ 5-gallon barrel(s) with spigot in lid.
- ☐ Disposable paper cups.

RESPONSE SUPPLIES CHECKLIST (CONTINUED)**Student Request Table:**

- ☐ Signs to notify parents.
- ☐ Request cards, pencils, and pens.
- ☐ File box containing each student's emergency card and alpha dividers.
- ☐ Staplers.
- ☐ 2-way radios.
- ☐ Vests for staff and student runners.

**Fire Extinguishers (A, B, C, D)**

SUGGESTED SPECIFICATIONS FOR WATER STORAGE CONTAINERS

This checklist includes specifications for water storage containers. Use the checklist as a guide to planning the type and numbers of storage containers needed at your school.

Quantity Considerations:

- ☐ Number of students and staff requiring water. (Allow 1-2 gallons per person per day for drinking and 1-2 gallons per person per day for sanitation needs.)
- ☐ Uses (i.e., drinking only, cooking and drinking, or drinking, cooking, and sanitation).
- ☐ Length of time predicted to release all students and staff.

Container Size Considerations:

- ☐ Stacking.
- ☐ Storage space.
- ☐ Transport requirements.

Tips!

1. Consider having the local water authority perform random checks of the drinking water to ensure potability.
2. If containers must be stacked, consider improving stability by placing a masonite or plywood sheet between each layer of containers.
3. If toppling is a potential problem (such as in an area that is high risk for earthquakes), consider restraining the containers with 2 x 8 boards, held in place with removable wingnuts.

RECOMMENDED EMERGENCY SUPPLIES**First Aid:**

- 4" x 4" compress: 1000 per 500 students
- 8" x 10" compress: 150 per 500 students
- Kerlix bandaging: 1 per student
- Ace wrap (2-inch): 12 per campus
- Ace wrap (4-inch): 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each of sm, med, lg
- Steri-strips or butterfly bandages: 50 per campus
- Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- Neosporin: 144 squeeze packs per campus
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes (1" cloth): 50 rolls per campus
- Tapes (2" cloth): 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy-duty rubber gloves, 4 pairs

Sanitation Supplies:

- 1 toilet kit per 100 students/staff, to include: 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags. (Note: Toilet kits will not be necessary for most emergencies. Consult your hazard and risk analyses when determining need.)
- Soap and water, in addition to the wet wipes, are strongly advised.

RECOMMENDED EMERGENCY SUPPLIES (CONTINUED)**Search and Rescue Equipment:**

Adjust the number of S&R teams according to the size and complexity of the campus. Teams must consist of a minimum of two persons.

Protective Gear per Team Member:

- Hardhat, OSHA approved
- Identification vest
- Gloves, leather work and latex
- Goggles, safety
- Dust mask
- Flashlight, extra batteries (Attach flashlight to hardhat)
- Duffle or tote bag to carry equipment

Gear per S&R Team:

- Back pack with first aid supplies
- Master keys

Tools, per Campus:

- 2 pry bars 5'–6'
- Pick ax, 6 lb.
- Sledge hammer, 10 lb.
- Square shovel
- Round shovel
- Utility shutoff wrench, 1 per utility
- 3 rolls barrier tape 3" x 1000"
- Broom, street grade
- Pliers, adjustable, 10"
- Pliers, lineman, 8"
- Pry bar, 24"
- Hacksaw, mini folding
- Bolt cutters, 18"
- Hammer, 3 lb.
- Tape, duct
- Plastic bags - 6
- Folding shovel
- Angle head flashlight
- Screwdriver, 6"
- Screwdriver, Phillips, 4"
- Utility knife
- Container to hold tools
- Cribbing (if trained):
 - 18 - 2"x4"s
 - 15 - 4"x4"s
 - 6 wedges

RECOMMENDED EMERGENCY SUPPLIES (CONTINUED)**Other Supplies:**

- 3' x 6' folding tables, 3-4
- Chairs, 12-16
- Identification vests, preferably color coded per school plan
- Clipboards with job descriptions
- Extra clipboards
- Office supplies: pens, paper, etc.
- Signs for Student Request and Release
- Alphabetical dividers for Request Gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

Food:

The bulk of stored food should be nonperishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food that is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value. The recommended amount is 3 days' supply for each student and staff member.

RECOMMENDED EMERGENCY SUPPLIES (CONTINUED)**Storage:**

All storage containers for supplies must be organized, bug-free, water tight, secure from vandals, and, if possible, kept cool. Ventilators on the roofs of storage containers allow vandals access. Some schools have purchased used refrigerated cargo containers or sprayed insulation inside the container. Containers should be located on a paved, level surface, away from hazards, preferably in a shaded area. It is highly recommended that shelves be installed to hold and organize the supplies. Secure all supplies from damage during ground shaking. Local fire departments should have keys to the storage container for access to supplies in the event of any local emergency with an agreement to replace the supplies within 72 hours.

Shelter-in-Place Kit per room:

- Duct tape, 2 rolls
- Scissors
- Towels
- Water in containers
- Toilet supplies
- Portable radio, batteries
- Flashlight

**Insert your
Site Emergency Supplies
Inventory Here**

INCIDENT COMMANDER PRE-INCIDENT PLANNING GUIDELINES

This checklist is intended to provide guidance to superintendents, principals, and others who have been designated to serve as Incident Commanders during a school emergency. The tasks in the checklist should be completed as soon as possible after school starts every year. Feel free to add additional tasks to the checklist if they are important to your school's or district's emergency response.

Task/Step	Action
<input type="checkbox"/>	Acknowledge that your position is ultimately responsible for site emergency preparedness.
<input type="checkbox"/>	Become familiar with all aspects of the site emergency plan.
<input type="checkbox"/>	Review the emergency response procedures and nonstructural hazard mitigation with all staff. Ensure that all staff are familiar with drills, including "drop, cover, and hold," evacuation, shelter in place, and gunfire safety procedures.
<input type="checkbox"/>	Survey staff for preference of emergency assignments.
<input type="checkbox"/>	Make tentative assignments with provision for absences.
<input type="checkbox"/>	Select backup Incident Commanders (in case the Incident Commander is absent when an emergency threatens). Train backups in Incident Commander responsibilities.
<input type="checkbox"/>	Identify the person(s) with primary responsibility for after-hours emergency check of the facility and two backups.
<input type="checkbox"/>	Coordinate with the leaders of all groups that use your site after hours.
<input type="checkbox"/>	Create a buddy teacher list. (Buddy teachers should be familiar with each other's assignment in case one is absent when an emergency threatens.)
<input type="checkbox"/>	Review and revise all necessary plans, lists, and maps.
<input type="checkbox"/>	Schedule date(s) for skills training.
<input type="checkbox"/>	Submit an updated emergency plan to the district office.
<input type="checkbox"/>	Send parent information on preparedness at home and school (not later than October).
<input type="checkbox"/>	Schedule the dates of district-wide drills and two-way radio checks.
<input type="checkbox"/>	Ensure that emergency procedures are included in substitute teacher packets.
<input type="checkbox"/>	Meet with emergency volunteers at your site to ensure that they understand the school district's emergency plan.

INCIDENT COMMANDER PRE-INCIDENT PLANNING GUIDELINES (CONTINUED)

Task/Step	Action
<input type="checkbox"/>	<p>Meet with the site safety representative, PTA safety chair, and custodian to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Check bulk water for exchange date, determine the method of water distribution, and (if necessary) locate siphon pumps and directions.<input type="checkbox"/> Check inventory of supplies in classroom Go Kits.<input type="checkbox"/> Replace missing supplies and change the batteries in the Go Kits.<input type="checkbox"/> Verify availability of signs for pickup gates.<input type="checkbox"/> Verify that copies of all student emergency cards are available (one in the office and one in each classroom Go Kit). Ensure that the cards are moved appropriately when a student's schedule changes.<input type="checkbox"/> Plan monthly (elementary or middle school) or quarterly (high school) emergency/disaster drills with oral and written after-action reports.<input type="checkbox"/> Gather and organize written materials and supplies required for a response. Ensure that all individual job descriptions and necessary forms are on clipboards and stored with the Command Post supplies.

CAMPUS EMERGENCY ASSIGNMENT WORKSHEET

This worksheet will help you ensure that you have coverage for all critical positions during a school emergency. Ensure that each position is assigned as early as possible in the school year and that all positions are assigned even if you think that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that backup personnel also be assigned and that key personnel are cross-trained in critical job requirements.

Position	Staff Assigned	Backup Personnel
Incident Commander		1. 2.
Safety Officer		1. 2.
Public Information Officer		1. 2.
Liaison Officer		1. 2.
Operations Section Chief		1. 2.
Site Facility Check/Security		1. 2.
Search & Rescue Team Leader		1. 2.
S&R Team #1		1. 2.
S&R Team #2		1. 2.
Medical Team Leader		1. 2.
Triage		1. 2.
Treatment		1. 2.

CAMPUS EMERGENCY ASSIGNMENT WORKSHEET (CONTINUED)

Position	Staff Assigned	Backup Personnel
Psychological First Aid		1. 2.
Morgue		1. 2.
Student Care Director		1. 2.
Student Release Coordinator		1. 2.
Planning Section Chief		1. 2.
Documentation		1. 2.
Situation Analysis		1. 2.
Logistics Section Chief		1. 2.
Supplies/Facilities		1. 2.
Staffing		1. 2.
Communications		1. 2.
Finance/Administration Section Chief		1. 2.
Timekeeping		1. 2.
Purchasing		1. 2.

EMERGENCY RESPONSE AREA LAYOUT #1

Insert your map of the primary evacuation area here. Be sure that the following items and/or areas are indicated on the map. Be sure to mark evacuation routes for students and staff who have mobility impairments.

- ☐ Supplies container
- ☐ Command Post
- ☐ Student Assembly Area
- ☐ First Aid Areas:
 - ☐ Triage
 - ☐ Immediate Treatment
 - ☐ Delayed Treatment
 - ☐ Psychological Treatment
- ☐ Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physically injured.
- ☐ Request Gate
 - ☐ Consider the logical place for parents to arrive at the school to pick up their students. Be sure that this gate is clearly posted at all times.
- ☐ Release Gate
 - ☐ Consider how far parents will be willing to walk. The release gate should be separated from, but in sight of, the request gate.
- ☐ Sanitation area for portable toilets and hand washing
 - ☐ Consider privacy and location of disposal area.
- ☐ Traffic control pattern
- ☐ Information Center
- ☐ Staging Areas
 - ☐ Staging areas are locations where resources awaiting assignment are located.
- ☐ Critical Incident Stress Debriefing Area for adults
 - ☐ The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.

EMERGENCY RESPONSE AREA LAYOUT #2

Insert your map of the back-up evacuation area here. Be sure that the following items and/or areas are indicated on the map. Be sure to mark evacuation routes for students and staff who have mobility impairments.

- ☐ Supplies container
- ☐ Command Post
- ☐ Student Assembly Area
- ☐ First Aid Areas:
 - ☐ Triage
 - ☐ Immediate Treatment
 - ☐ Delayed Treatment
 - ☐ Psychological Treatment
- ☐ Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physically injured.
- ☐ Request Gate
 - ☐ Consider the logical place for parents to arrive at the school to pick up their students. Be sure that this gate is clearly posted at all times.
- ☐ Release Gate
 - ☐ Consider how far parents will be willing to walk. The release gate should be separated from, but in sight of, the request gate.
- ☐ Sanitation area for portable toilets and hand washing
 - ☐ Consider privacy and location of disposal area.
- ☐ Traffic control pattern
- ☐ Information Center
- ☐ Staging Areas
 - ☐ Staging areas are locations where resources awaiting assignment are located.
- ☐ Critical Incident Stress Debriefing Area for adults
 - ☐ The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.

EMERGENCY RESPONSE AREA LAYOUT #3

Insert your map of the indoor emergency set-up area here. Be sure that the following items and/or areas are indicated on the map.

- ☐ Command Post
- ☐ Student Assembly Area
- ☐ First Aid Areas:
 - ☐ Triage
 - ☐ Immediate Treatment
 - ☐ Delayed Treatment
 - ☐ Psychological Treatment
- ☐ Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physically injured.
- ☐ Request Entrance
 - ☐ Consider the logical place for parents to arrive at the school to pick up their students. Be sure that this entrance is clearly posted at all times.
- ☐ Release Exit
 - ☐ Consider how far parents will be willing to walk. The release exit should be separated from, but in sight of, the request entrance.
- ☐ Sanitation area for portable toilets and hand washing
 - ☐ Consider privacy and location of disposal area.
- ☐ Information Center
- ☐ Staging Areas
 - ☐ Staging areas are locations where resources awaiting assignment are located.
- ☐ Critical Incident Stress Debriefing Area for adults
 - ☐ The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.
- ☐ Signs for shelter in place
- ☐ Shelter-in-place entrance for latecomers

EMERGENCY RESPONSE TRAFFIC CONTROL MAP



Insert a map of your campus and the surrounding streets here. Work with the Police Department to plan traffic control around the school in the event of an emergency.

SHELTER LAYOUT MAP

Many schools are designated as community shelters in emergency or disaster situations. If your school is designated as a shelter, insert your layout for use of the school facility as a shelter by the American Red Cross here.

GUIDELINES FOR PREPARING A BUDDY TEACHER LIST

This checklist includes items to remember when developing a buddy teacher list. There may be additional items that you need to add to the list, depending on your school's or district's needs. Feel free to add items as necessary. Use the worksheet on the next page (and make additional copies as necessary) to record buddy teachers.

Check	Consideration
✓	
<input type="checkbox"/>	Assign teachers in adjacent or nearby rooms as buddies.
<input type="checkbox"/>	<p>Review evacuation routes and procedures with entire staff.</p> <ul style="list-style-type: none"> During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone. <ul style="list-style-type: none">  Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should <u>do the greatest good for the greatest number</u>. If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit <u>without</u> the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
<input type="checkbox"/>	Ensure that each classroom contains a "Go Kit" that contains the teacher's class roster <u>and</u> the buddy teacher's class roster.
<input type="checkbox"/>	<p><u>Immediately</u> following student accounting, one member of each buddy team must check in at the Command Post.</p> <ul style="list-style-type: none">  In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
<input type="checkbox"/>	Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

GUIDELINES FOR PREPARING A BUDDY TEACHER LIST (CONTINUED)

Teacher. . .	Buddies With. . .

WINTER STORM PROCEDURES

The _____ School District's winter storm procedures are based on the premise that, in the event a major winter storm strikes, utilities may not be operable, schools may have to be closed, and students and staff may have to be evacuated and/or sheltered away from school sites, or sheltered at school sites.

Managing the emergency, responding to physical and emotional needs, and getting back into the business of educating students are the bottom line of all disaster planning.

BEFORE THE WINTER STORM HAPPENS, BE PREPARED

Winter storms are part of our climate. Taking preparatory measures will lessen the impact on students, staff, facilities, and instructional program when one strikes.

District-Level Preparation

- _____ Develop district-wide procedures for determination of school closures because of winter storm or inclement weather.
 - Chain of command
 - Notification of staff
- _____ Formulate agreements with bus companies guaranteeing their availability any time it is necessary to evacuate or relocate students and staff, as well as for early closure of school.
 - Automatic response to schools when winter storm warnings are issued
- _____ (If applicable) Develop a school district policy relative to providing or not providing transportation for students attending out-of-town schools when classes in the home district have been canceled because of inclement weather or other reason.
- _____ Develop a district policy as to whether or not to release students early if an adult or responsible older sibling is not at home.
- _____ Develop and maintain an up-to-date roster of radio and television stations to notify.
- _____ Set up procedures with the radio and television stations concerning school closure or evacuation.
 - Designated authorized school district person
 - Code
 - Confidential phone number(s)In some States this is coordinated through the State Department of Education.

WINTER STORM PROCEDURES (CONTINUED)

_____ At the beginning of each school year, notify parents to listen to specific radio and television stations for school closures and/or evacuation as a result of inclement weather. Include this information in:

- A packet that goes home on the first day of school.
- School district and school newsletters.
- PTA newsletters.

_____ Confer with the local jurisdiction regarding the school district's Winter Storm Plan and Procedures and how it can be coordinated with/into the town's plan.

_____ Request that sanding of slippery school driveways be included in the town's sanding routes, and determine procedures for notifying the town that sanding is needed. Also, discuss cost, if any.

_____ Set up a communication link with local responders (fire, police, medical), so that the district administration and, if necessary, schools can be in contact with these agencies as soon as possible within the limitations of the situation.

- Telephone (confidential private lines)
- Two-way radio
- National Weather Service radio
- Amateur radio operators assigned by the town or jurisdiction

_____ Determine school district policy relative to supervision of students until they can be released to parents or designated adults. Convey this information to parents.

_____ Formulate agreements with the American Red Cross to open shelters at school sites.

_____ Predetermine alternative locations—Schools within the district to which other schools would locate, if necessary.

_____ Develop appropriate forms and/or materials to implement procedures for responding to inclement weather emergencies: sheltering, evacuation, early closure of school, delayed start of school, off-site sheltering, power failure, etc.

- Hold-harmless agreements
- Include parents' work locations (city & distance) on student release forms
- Staff medical information forms

_____ The Business Services Department should develop forms for a "closed-loop" audit. Precise records must be kept to qualify for Federal and State financial assistance, as well as for insurance purposes. If any school facilities are used by the Red Cross or governmental agencies, complete and accurate records are required.

WINTER STORM PROCEDURES (CONTINUED)

- _____ Develop and prepare ahead of time a resolution requesting the County Superintendent of Schools to allow the district to circumvent the requirement of the bidding process to make immediate and necessary repairs in the case of extensive winter storm damage.
- _____ The Board will prepare a resolution of intent to submit an application for financial assistance to the Office of Emergency Services and designate an authorized representative. (This is necessary to receive financial assistance from the State.)
- _____ Make arrangements with an architect to provide services in the case of winter storm damage necessitating extensive repair of structures.
- _____ Draw up a construction contract for repair of extensive damage in skeletal form for county legal opinion and board approval in concept prior to a winter storm, so that the business of the district can continue as smoothly as possible subsequent to extensive winter storm damage.

School-Level Preparation (includes the District Office site)

- _____ Develop a chain of command, share the information with the staff, and post it in the building (school and district) administrative office.
- _____ At the beginning of each school year, each site administrator or department head will review with staff the established procedures that define responsibilities and actions for severe winter storm emergencies.
- _____ At the beginning of each school year, each site administrator or department head will fill all disaster team assignments and review their relevancy to a winter storm situation.

When assignments are made, consideration must be given to members of the district-level staff who might be away from their work stations during a winter storm emergency, either in the field or at home. Specific direction(s) need to be worked out ahead of time so that any district-level employee who cannot report to his or her work station will have an alternate assignment.
- _____ Each site administrator or department head will direct all district personnel to develop a winter storm procedure within their own family structure, so that staff members can feel as confident as possible about the welfare of their own families if they are unable to return home immediately.
- _____ At the beginning of each school year, inform parents of the district's and school's established procedures for winter storm emergencies.
- _____ Obtain a Weather Service Emergency Radio and establish a monitoring procedure.

WINTER STORM PROCEDURES (CONTINUED)

- _____ Obtain appropriate disaster supplies.
 - Snow shovels
 - Generators
 - Work gloves
 - Emergency lighting
- _____ Predetermine off-site evacuation site(s) if not done at the district level.
- _____ Prearrange with churches, businesses, and nearby residences to be used as evacuation sites (hold-harmless agreements).
- _____ Inform parents how to get accurate information regarding their children.
- _____ Maintain up-to-date lists of students and staff with medical problems.
- _____ Request from parents a 3-day supply of any medicine that their child must take to maintain a satisfactory level of health (e.g., insulin, heart medicine, etc.).
- _____ Request that staff have with them a 7-day supply of necessary medication and a change of clothing.

WINTER STORM PROCEDURAL CHECKLIST**SCHOOL CLOSURE/SHELTERING/EARLY RELEASE/LATE START****Initial Determination**

_____ Maintenance Director contacts the Superintendent after conferring with:

a. Town and State Highway Supervisors concerning:

- Road conditions.
- Total accumulation.
- Are they keeping up with the storm?

b. State and Local Police concerning:

- Road conditions.
- Total accumulation.
- Teletype weather report.

c. Weather Service.

_____ If uncertain, the Maintenance Director will order a tour of the schools and contact the superintendent with a recommendation.

a. Usual call-in for Maintenance personnel is 3 a.m. in bad weather.

b. Check sidewalks and entrances.

c. Check that there are no blockages of snow.

d. Check lot for full clearance.

NOTE: If it is determined that schools will be open, all playgrounds should be plowed.

_____ The Superintendent makes the decision to close schools and instructs the Maintenance Director to contact the media. The Superintendent will then call the:

a. Assistant Superintendent, who calls the administrative team.

b. Business Manager, who calls the bus company and food services.

c. Administrative Assistant, who calls Central Office staff.

_____ Each school administrator is responsible for notifying his or her staff according to a predetermined procedure.

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)**Transportation Options**

- _____ The Superintendent's office, or designee, advises the affected schools as to the option to exercise depending on the situation.
- a. Immediate closure of specified schools and transportation of the students either to their homes or to alternate locations
 - b. Placement of school buses at predetermined schools in readiness to transport should the situation require
 - c. Holding students at school and providing shelter
 - d. Acceleration of regular transportation schedule (Run the regular routes but ahead of schedule.)

RESPONSE**Evacuation****▲ Evacuation Considerations:**

- a. From classroom or from site?
- b. Where to take students and staff?
- c. Walk or transport?
- d. Is transportation readily available?
- e. Injuries or medical needs?
- f. Weather and road conditions?
- g. Parent notification
- h. Do crossing guards need to be notified?
- i. How many students cannot be picked up by parents or authorized persons in a timely manner?
- j. Will extended day or overnight sheltering be necessary?
- k. Is it safe to reenter building?

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)**▲ Evacuation Procedures:**

_____ Notify the District Superintendent or district Emergency Operations Center (EOC) that you have been ordered by civil authorities (police, fire department, civil defense) to evacuate from your site.

- Has this been confirmed by the district?
- Who coordinates arrangements? (school site? district EOC? city?)
- Where? (another district school? city park? businesses or private residences?)
- How? (walk? school bus?)
- When?
- Who notifies the media, city emergency services, etc.?
- How and by whom will crossing guards be notified?
- How and by whom will parents be notified?
- Who notifies food services?

NOTE: The order to evacuate may also originate at the district or school level. Either way, all but the confirmation will still need to be addressed.

_____ Account for all students and staff and report the exact count to the district EOC.

_____ Gather records that should be taken to the evacuation site: health cards, release forms, staff medical forms, etc.

_____ Gather all medication kept at school for the students.

_____ Arrange for transfer of students with special needs or health problems (wheel-chairs, respirators, crutches, etc.).

_____ If all students cannot be evacuated to a single site, determine the best groupings: by classroom? age? grade level? siblings?

_____ Determine if the instructional program can continue at the offsite location.

_____ Determine if instructional materials will need to be transferred to the offsite location.

_____ Determine if water, food, and first aid supplies need to be taken to the offsite location.

_____ Inspect site (Sweep Team) to make sure all students and staff have evacuated and the campus is secured (all doors locked, windows closed).

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)

_____ Turn off utilities.

_____ Post signs at all entrances and gates notifying parents that the site has been evacuated and where the students and staff have been relocated, and, if it is known, when it is anticipated that school at that site will reopen.

Sheltering**▲ Sheltering Considerations:**

- a. At site or away from site?
- b. Food and water
- c. Heating and lighting
- d. Personal hygiene supplies and facilities
- e. Sleeping space and bedding/cots/sleeping bags
- f. Cooking utensils and mass feeding capabilities (pots, pans, plates, tableware, food preparation and cooking facilities, dishwashing, disposal of food waste, etc.)
- g. Parent notification
- h. Is transportation readily available?
- i. Do crossing guards need to be notified?
- j. Injuries or medical needs?
- k. Walk or transport?
- l. Weather and road conditions?
- m. How many students cannot be picked up by parents or authorized persons in a timely manner?

▲ Sheltering Procedures:

- _____ If you are directed by the District Superintendent or district EOC to shelter students and staff at your site or at another site, verify the following with the district:
- Who coordinates arrangements? (school site? district EOC? Red Cross?)
 - Who notifies the media, police, fire department, city emergency services?
 - How and by whom will crossing guards be notified?
 - How and by whom will parents be notified?
 - Who notifies food services?
 - Who contacts the Red Cross?

NOTE: The order to shelter may also originate from the civil authorities and will need to be confirmed through the district EOC.

_____ Account for all students and staff and report the exact count to the district EOC.

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)

_____ If the determination is that students and staff will be sheltered at an offsite location, the procedures for evacuation should be followed.

_____ Designate sleeping areas and assign students by: classroom? siblings? grade level? age?

_____ Set up a staff duty roster to handle security, cooking, feeding, dishwashing, personal hygiene, toilet, and sanitation.

▲ If you are notified by the district EOC that you are to receive students and staff from another district school, the following should be considered:

- a. Who coordinates arrangements? (school site? district EOC? city?)
- b. Are they walking or coming by school bus?
- c. When will they arrive?
- d. Transfer of records (health cards, release forms, staff medical forms, etc.)
- e. Notification of parents (who? how?) [Post signs/notices at school entrance indicating that students from _____ school are present on your campus.]
- f. Notification of media, city emergency services, etc. (who? how?)
- g. Water, food, first aid supplies
- h. Medication
- i. Are they being evacuated by classroom? age? grade level? siblings?
- j. Special needs
- k. Health problems
- l. Instructional program
- m. Food services

Early Release

▲ **Early Release Considerations:**

- a. Is it safe to release early?
- b. Release only to parent or designated person?
- c. Walk or transport?
- d. Is transportation readily available?
- e. Medical limitations
- f. Weather and road conditions?
- g. Crossing guard notification?
- h. Parent notification
- i. If some students cannot be released early, how many cannot be picked up in a timely manner?
- j. Do you have to arrange sheltering for anyone?

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)**▲ Early Release Procedures:**

_____ If directed by the District Superintendent or district EOC to release students and staff from your site or at another site, verify the following with the district:

- Who coordinates arrangements? (school site? district EOC?)
- Who arranges for buses?
- Who notifies the media, police, fire department, city emergency services?
- How and by whom will crossing guards be notified?
- How and by whom will parents be notified?
- Who notifies food services?

NOTE: The order to release early may also originate by the civil authorities and will need to be confirmed through the school district EOC.

_____ Account for all students and staff and report the exact count to the district EOC.

_____ Set up Student Release areas, where parents will come to sign out their students. (Post informational/directional signs so that parents know where to go to get their children.)

_____ Report to district EOC the number of students who have not been picked up by their parents or other authorized persons or delivered to their homes by school bus.

_____ Inspect site (Sweep Team) to make sure all students and staff have left and the campus is secured (all doors locked, windows closed).

_____ Turn off utilities.

_____ Post signs at all entrances and gates notifying parents that the site has been closed early and when it is anticipated that school will reopen.

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)**▲ Early Release of Bused Students**

[If road conditions permit and a responsible adult will be at the student's residence – *determined by district policy*], the home-pickup students will be driven to their homes. If that is not possible, the students will be returned to their school of origin. If it is not possible to either return the students to their homes or to their school or another school within the _____ School District, it is expected that the bus driver will do the following, which is a suggestion of a special advisory committee of school transportation officials:

If the bus driver is unable to contact the district's dispatcher or gain assistance from the highway patrol, sheriff's office, or local law enforcement officials and the driver finds it necessary to leave his/her present location, the driver should proceed with caution to the nearest high school campus, where he/she should check in with the school's administration.

From this location, the driver should try to reestablish communication with his/her district's dispatch office for further instructions. Until further advised by his/her own dispatch office, the driver would be under the jurisdiction of that site level's administration. The driver is to remain with the students.

Late Start of School**▲ Late Start Considerations:**

- a. Is it reasonable to expect to be able to open school at a later hour?
- b. Are school facilities operational (heating, lighting, etc.)?
- c. Weather and road conditions?
- d. Can buses be rescheduled? Do routes need to be adjusted?
- e. Parent notification (who and how?)
- f. Staff notification (who and how?)
- g. How will those students whose parents usually drive them to school get there if their parents have already left for work?
- h. Crossing guard notification (who and how?)

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)**▲ Late Start Procedures:**

_____ If you are directed by the District Superintendent or district EOC to delay the start of the school day, verify the following with the district:

- Who coordinates arrangements? (school site? district EOC?)
- Who arranges for buses?
- Who notifies the media, police, fire department, city emergency services?
- How and by whom will crossing guards be notified?
- How and by whom will parents be notified?
- Who notifies food services?

NOTE: The order to delay the start of the school day may also originate with the civil authorities and need to be confirmed through the district EOC.

_____ After school is in session, account for all students and staff and report the exact count to the district EOC.

_____ Verify the absences of students who have not reported to school.

WINTER STORM, INCLEMENT WEATHER INCIDENT SPECIFICS

This checklist delineates the action to be taken if a school district experiences a winter storm emergency. It is imperative that all staff members be aware of these procedures and be prepared to carry them out if the principal is not available to make the determinations required. If specific persons are designated to perform these tasks, their names should be noted as appropriate. (A copy of this checklist must be forwarded to the designated district administrator following each incident.)

Site _____ Date _____

Check off completed tasks **as appropriate** to the circumstances of the situation.

Close Site: Reason: _____

_____ The site requested or was directed by a civil authority to close school.
Immediately _____ Next day _____
Request made by [name & agency] _____

_____ The site was directed by the school district administration or district EOC to close school.
Immediately _____ Next day _____
Request made by [name] _____

_____ The site initiates the request to the district to close school.
Immediately _____ Next day _____
Request by [name] _____

Shelter Onsite: Reason: _____

_____ The site requested or was directed by a civil authority to shelter onsite.
Request made by [name & agency] _____

_____ The site was directed by the school district administration or district EOC to shelter onsite.
Request made by [name] _____

_____ The site initiated the request to the district to shelter onsite.
Request made by [name] _____

WINTER STORM, INCLEMENT WEATHER INCIDENT SPECIFICS (CONTINUED)**Early Release:** Reason: _____

- _____ The site requested or was directed by a civil authority to release students and staff early.
Request made by [name & agency] _____
- _____ The site was directed by the school district administration or district EOC to release students and staff early.
Request made by [name] _____
- _____ The site initiated the request to the district to release students and staff early.
Request made by [name] _____

Late Start: Reason: _____

- _____ The site requested or was directed by a civil authority to delay the start of the school day.
Request made by [name & agency] _____
- _____ The site was directed by the school district administration or district EOC to delay the start of the school day.
Request made by [name] _____
- _____ The site initiated the request to the district to delay the start of the school day.
Request made by [name] _____

Determination and District Actions:

- _____ The designated district administrator was advised of the civil authority's directive or site administrator's request to close school/shelter/start late/release early.
- _____ The designated district administrator studies the situation and makes a recommendation to the superintendent.
- _____ The superintendent makes the final decision. Decision: _____
- _____ The decision is announced to the site(s). By whom? _____
- _____ The superintendent notifies school board members of the situation and action taken.

WINTER STORM, INCLEMENT WEATHER INCIDENT SPECIFICS (CONTINUED)

_____ Information phone message tape is activated to reflect situation and action taken.

_____ The District Public Information Team is activated.

_____ The designated district administrator directs site administrators to activate telephone communication trees to notify families and staff of site closure(s).

_____ The decision to reopen the site(s) is made. Date/time _____

_____ The designated district administrator notifies the appropriate newspaper and radio/television stations of school reopening. Date/time _____

_____ Information message updated. Public Information Team information updated.

_____ Personnel notified of site reopening.

Site Actions:

_____ Buses requested from Transportation to move [#] _____ students and staff
Yes _____ No _____
Time _____ Destination [homes/alternate location] _____

_____ Assistance requested from Maintenance to secure site and/or help with school closure/sheltering/early release.
Yes _____ No _____
Time _____ Type of assistance _____

_____ Operations Center Team activated. Roll taken either at safe assembly area or in classrooms. *All accounted for* verified by _____. If any missing, why? _____

_____ Student Release Team activated. Students are checked out as they leave the site and note is made of means of transport: school bus, family member or authorized person, walking. *All accounted for* verified by _____. If any missing, why? _____

_____ Students are continually reassured by staff that everything will be fine. (Site administrator may need to make this same assurance to staff also.)

WINTER STORM, INCLEMENT WEATHER INCIDENT SPECIFICS (CONTINUED)

_____ Site administrators post signs at all school and district facilities notifying parents and the public that the site has been closed and, if known, when it is anticipated the site will reopen.

_____ The designated district administrator is notified of completed school closure by _____.

_____ Regular reports made to district EOC by telephone or two-way emergency radio.

_____ Students and personnel return to classrooms and work areas. Time/date _____

_____ Personnel notified of site reopening

_____ Parents notified of site reopening